President's Message

Dear CLD colleagues,

I write this final letter as President of CLD with mixed emotions. Obviously, it is a good feeling to finish up something that was begun with some trepidation. I have a magnet in my office with a quote from Eleanor Roosevelt: "Do something every day that frightens you." There have been many days when the responsibilities of this job have frightened me or at least challenged me seriously. I believe that growth comes from accepting those challenges; however, as I look back on my year as president I celebrate the many new ideas (and skills) I have developed for working with a team, leading meetings, delegating responsibilities, and thinking about budgets.

This year began for me early in 2012 when I was president-elect and working hard with the conference committee to put together the program for our 2012 Conference in Austin, Texas. The conference was an exciting time for all of those who worked closely to make it a great experience for every participant. At the same time, your CLD leadership team was formulating plans for the year for the organization. Two important proposals brought to the Board of Trustees at last fall's conference were changes to our by-laws that you will be voting on during the month of June. First was a proposed change to our membership levels to add a new retiree level. This will allow CLD members who are 65 years of age or older and have held a full membership for a minimum of 5 years to renew at the new retiree level. They will retain all the benefits of full membership and pay annual dues of $60. In addition, the associate member level will be removed. A second proposed by-laws change is the addition of a Standing Committee on Professional Development. For details about these proposed changes, please see the article by **CLD Vice President and By-Laws Chair Steve Chamberlain.** Also see page 8 of this issue for election results. Voting is your opportunity to have a voice in CLD's operations. Mem-

ber electronic voting regarding the by-laws changes will take place in late June. Be sure to vote.

A number of other important activities took place at this year's conference. The second cohort of our Leadership Academy (LA) had their first meeting along with the first cohort. Cohort 2 planned their year-long project while Cohort 1 solidified their plans for webinars to take place during spring 2013. This group of CLD members are new professors and doctoral students who are interested in becoming the next generation of leaders. They are developing plans for growing our organization in ways that may have many long-term benefits. Some of these LA members are already accepting the responsibilities of leadership and have joined our team as Standing Committee Chairs or members of standing committees. Bravo to those Board Members and others CLD members who are mentoring our LA cohort members, and especially to **Kyle Hughes** (LDC Chair) and **Chris Curran** and **Kat Hughes Pfannenstiel,** co-chairs of the Special Committee on Professional Development, who have given an inestimable amount of time, attention, (and love!) to the needs of both LA cohorts!

I leave my post knowing that your organization has a great team of leaders on the Executive Committee and Board

How to Use Encoding and Decoding Instruction to Improve Spelling, Reading, and Writing Performances of Students with LD

Beverly L. Weiser, *Southern Methodist University*

Undoubtedly, the greatest difficulties many students with learning disabilities (LD) face are in learning to read, spell, and write (Swanson & Vaughn, 2010). Most educators are knowledgeable about the meaning, process, and instruction for teaching students how to decode or read words, but the terms *encoding,* and more specifically, *encoding instruction,* are often less well known and practiced in the classroom (Weiser, 2010). Encoding instruction includes all the typical recommended spelling strategies, such as learning word patterns and syllable types, learning to add prefixes and suffixes, becoming familiar with spelling rules, and learning when to memorize irregularly spelled words, but it also includes many other instructional routines that actually engage the student in learning about how speech is represented by print (Moats, 2009).

Encoding activities often include using manipulatives, such as boxes, counters, tiles, plastic letters, magnetic letters, and letter cards, to represent *phonemes* (i.e., sounds) in spoken words. Encoding instruction also includes teaching alphabetic knowledge tasks such as phoneme–grapheme (i.e., sound–letter) correspondences, tasks connecting sound to print by writing these correspondences, and eventually tasks using previously taught phoneme–grapheme relationships to build or write unknown words (Grace, 2007; Weiser & Mathes, 2011).
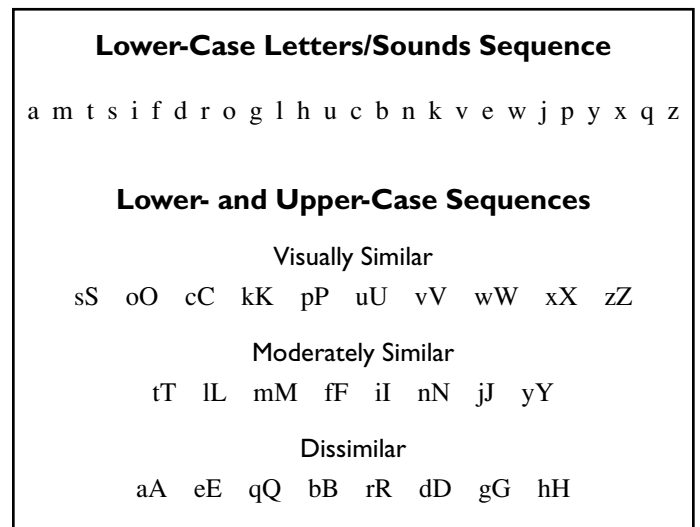
Encoding instruction has the potential to increase understanding of other forms of literacy as well. For example, the alphabetic principle can be taught by simultaneously mapping phonemes to graphemes and mapping graphemes to phonemes, helping students learn sound-to-letter and letter-to-sound relationships. Additionally, researchers have shown the positive benefits of adding direct encoding instruction to reading curricula to increase students' spelling performance (Ritchey, 2008) and decoding skills (Santoro, Coynes, & Simmons, 2006), while others have shown the transfer effects for increased fluency and comprehension (Christensen & Bowey, 2005). Furthermore, when students are explicitly taught how to map graphemes onto the sounds, they often do not have to concentrate so heavily on how to spell each word. This process has the potential to afford students more cognitive ability to write more fluently, thus increasing the quantity and quality of their writing as well (Abbott, Berninger, & Fayol, 2010).

Suggested Encoding Activities

The following instructional encoding and decoding routines and activities are recommended to use with students with LD in reading, as well as other students who are struggling with beginning reading, spelling, and writing skills. These procedures are intended to help students gain phonemic awareness and understand how the alphabetic principle works, as well as improving decoding, encoding, and writing abilities. While these activities can be done in a whole-group environment, teachers will be able to better assist struggling students with and without LD in small-group settings.

Initial Steps: Teaching Phoneme–Grapheme Correspondences

Letter names and sounds should be taught in an organized, systematic (and research-based) logical order (Carnine, Silbert, Kame'enui, & Tarver, 2004), as displayed in Figure 1. This direct instruction approach presents letters and their sounds in this particular order to avoid confusion between similar sounds and letter representations. Additionally, students are taught the most commonly used phoneme–grapheme correspondences first so that they can almost immediately begin encoding and decoding words made from these correspondences (Henry, 2011). For example, just us-

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Lower-Case Letters/Sounds Sequence

a m t s i f d r o g l h u c b n k v e w j p y x q z

Lower- and Upper-Case Sequences

Visually Similar

sS   oO   cC   kK   pP   uU   vV   wW   xX   zZ

Moderately Similar

tT   lL   mM   fF   iI   nN   jJ   yY

Dissimilar

aA   eE   qQ   bB   rR   dD   gG   hH

FIGURE 1. Recommended sequence for introducing letters and sounds (adapted from Carnine et al., 2004, pp. 60–61).

ing the letters *a, m,* and *t,* students can write and read words and nonwords such as *at, am, mat, tam, tat,* and *mam.* Adding an additional letter (e.g., *s*) in the sequence allows more opportunities for students to practice encoding and decoding many more words and nonwords.

When teaching the upper-case letters that go with each of the lower-case letters, Carnine et al. (2004) recommended that they also should be taught in an order that is less confusing for students. As shown in Figure 1, visually similar sequences should be taught first, moderately similar pairs second, and dissimilar pairs of upper- and lower-case letters last.

Initially, to begin explicitly teaching phoneme–grapheme correspondences, teachers should first say the sound (e.g., /m/) and have the students repeat the sound several times. The teacher then should show the grapheme that matches the phoneme /m/ by saying, "The sound /m/ is written with the letter *m,* so when we want to write the sound /m/, we will use the letter *m.* Okay, if I say /m/, what letter do think makes this sound?" The teacher should give individual turns, repeating this last question. Students could then pick the letter tile, card, or plastic letter that makes the /m/ sound out of a few choices. The teacher should then demonstrate how to write the letter *m*—on the board, a white board, or any other writable surface—while saying its sound several times. Students should repeat this procedure, with the teacher prompting students to be sure to say each sound as they write the letter. Students should be given multiple opportunities to practice learning how to pronounce and write new sound–letter correspondences, as well as frequent review of previously taught ones (Moats & Weiser, in press).

After students have learned a few consonants and at least the short vowel /a/, they can begin with instruction in integrating phonemic awareness, encoding, and decoding. Appendix A provides a detailed, step-by-step procedure, including practicing phonemic awareness; segmenting sounds; matching phoneme–grapheme correspondences; and encoding, decoding, and writing words. This instructional routine can be used for students with reading disabilities, as well as for other students at risk for reading difficulties or LD. Appendix B offers suggested books, articles, websites, and videos on using explicit encoding instruction.

Gaining Phonemic Awareness

As previously mentioned, students need to be able to discriminate and identify the individual sounds from a spoken word before being able to decode and encode the word. In Appendix A, Steps 1–5 demonstrate an effective way of determining if students are able to segment a spoken word into each of its sound parts or phonemes (e.g., /stop/ into /s/, /t/, /o/, /p/). While the example shows using fingers to separate and count the sounds, students could also use other ways to demonstrate this, such as tapping on a table or tapping their arm or leg. Once students are able to orally segment a spoken word, they are ready to map the phonemes onto graphemes.

Mapping Phoneme–Grapheme Correspondences

Encoding by explicit phoneme–grapheme mapping requires the student to match individual phonemes with their represented graphemes, which can be placed in boxes, on charts, or on an even surface (e.g., table, desk, floor). To teach this skill, the teacher says a word made with previously taught phoneme–grapheme correspondences and then models how to map each individual sound with its appropriate grapheme. For example, if a teacher says /stop/, he or she will then say the word phoneme by phoneme very slowly: /s/, /t/, /o/, /p/. The teacher will then take the letter tile, letter card, or any other manipulative with the correct grapheme on it and place it in the appropriate box, phoneme by phoneme (see Appendix A, Steps 6–9). Afterwards, the teacher will have the students do the same word together and individually until the students have demonstrated mastery of these steps.

Encoding and Writing Words

At this point during instruction, teachers should give students multiple opportunities to read their produced words, as well as to write them, to help students learn how to apply the alphabetic principle when transforming speech to print and then print back to speech. For instance, following Steps 10–12 in Appendix A will afford multiple opportunities for students to write (encode and spell) a dictated word by writing each appropriate grapheme while saying its correct sound.

Introducing Variants

Once students have mastered the most common phoneme–grapheme spellings, they should be slowly introduced, one at a time, to the variant spellings for vowels, vowel teams, consonants, consonant digraphs, and diphthongs (e.g., ai, ay, aigh; gh; ph; oa, ough, oi, oy). Each one of these variant spellings (e.g., th) **must** be written as a pair on individual cards or any other manipulative so that students will start to recognize and use these letter or vowel teams when decoding, encoding, and writing words with these phonemes–graphemes. For example, if saying words that have three phonemes, such as *play, boys,* and *which,* graphemes should be placed as in Appendix A, Step 13. Make sure that students have mastered these variant sounds/spellings before proceeding to next steps; a teacher can do this with embedded progress monitoring using observations and students' work. It is also critical to systematically review previously taught variant spellings on a regular basis, especially with students who have learning disabilities in reading, spelling, and writing.

3

Encoding and Decoding (cont.)

For best results, this instructional routine should be done daily with students to reinforce their understanding of how sound is represented by print, as well as to give them tools to become more successful in all literacy skills. However, decoding and encoding in isolation does not necessarily promote comprehensive reading and writing skills. These skills need to be included in a well-balanced reading curriculum that includes phonological and phonemic awareness, word study, comprehension, fluency, and vocabulary instruction using connected text (Mathes et al., 2005).

Some Final Thoughts for Teachers

Of course, we want better outcomes for students with LD. The challenge is to find the most effective ways to meet the varying needs of these students, who struggle with reading and spelling. Fortunately, research and practice have repeatedly shown that intensive, explicit, and systematic instruction can prevent, or at least greatly minimize, learning problems for students with LD of all ages. Researchers need to continue to find out more about teaching students who are experiencing reading difficulties, but much is already known about ways to make substantial differences in the reading performances of students with and without LD. It is no longer responsible to do less than what we know to greatly reduce the number of students with LD who drop out of school because they are unable to learn to read and write. While there are several similar instructional procedures to choose from, the recommended routine found in Appendix A has proven advantageous for many students who are experiencing reading and spelling failure.

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Appendix A: Multisensory Step-by-Step Approach to Simultaneously Teach Encoding and Decoding to Improve Reading, Spelling, and Writing Abilities of Students Learning Early Reading Skills

1. Say a phonetically spelled word: example /stop/. *Do not use print at this time.

2. Have the students repeat the word /stop/.

3. Model how to break the word into sound parts by holding one finger up for /s/, a second finger up for /t/, a third finger for /o/, and a fourth finger for /p/.
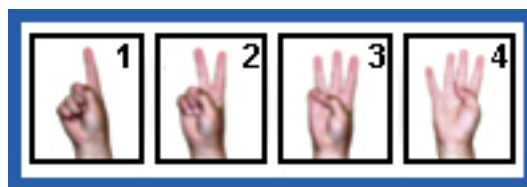
4. Have the students then do Step 3 orally with you, making sure that each student is able to do this while following along. You may need to repeat this step if the students need more practice.

5. Allow each student individual turns for practice to ensure that he or she has demonstrated Step 3 correctly.

6. Give the students several letters for which they know the sounds, including s, t, o, p, and others.

7. Have the students find the letters as you say the sounds in *stop* one by one: /s/, /t/, /o/, /p/, by picking up the correct letter that makes each individual sound and putting them in order from left to right. Example letters from which students could choose would be ones previously taught (e.g., *s, f, d, t, o, a, r, p, k,* and *m*).

s	t	o	p

8. Have the students then move each letter up to a line by saying the sound as they actually push the letter up. You may have to model this first and have the students repeat the step until they have demonstrated it correctly.

s
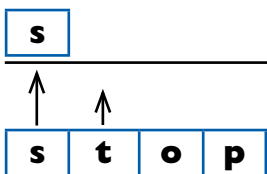
s	t	o	p

9. Have the students repeat each sound in order and then have them read the word.

10. Have the students then write the word *stop,* saying each sound as they write it. You may have to model this step several times until the students have mastered this process.

11. Remove the letters and the written word. Have the students rewrite and read the word without looking at the letters or their written words from before. If the students have trouble, have them use their fingers to sound out the word and then write each sound as they hear it. Make sure to have the students read each word after they write it.

12. Repeat each of the steps with other words (and nonwords) made up from the phonemes/graphemes the students have already been taught. As the students become more proficient in encoding, decoding, and writing spoken words, you may try to skip some steps to keep up an effective pace of instruction. ***IMPORTANT:** At this point, do not use any words that contain sound/letter correspondences that have not been taught. Additionally, do not use words that are not spelled phonetically because this will confuse the students. Words that are not spelled phonetically should be taught by memory and should be practiced frequently for instant recognition.

Words with Variant Spellings for Consonant Digraphs, Vowel Teams, Diphthongs, and More!

13. Once a student has started mastering the regular spellings of each consonant and vowel sound, you should start adding in common digraphs (e.g., *sh, ch, th, ph*) and vowel teams (e.g., *ea, ei, ay, ai, oy, oi, au, aw, oa*) and other irregular, but commonly used spellings (e.g., *igh, ough, augh*).

*It is very important to put these spellings together on one card, one token, or any other manipulative you want to use.

Because each of these spellings makes one sound (regardless of how many letters it takes), each should be taught together as one spelling. It is also recommended to make a separate manipulative to represent silent *e* for many long vowel, consonant, silent e words (e.g., *take, white, phone*).

Examples of How to Teach Variant Spellings for Encoding, Decoding, and Writing

b	oy	s

p	l	ay

wh	i	ch

wh	i	t	e
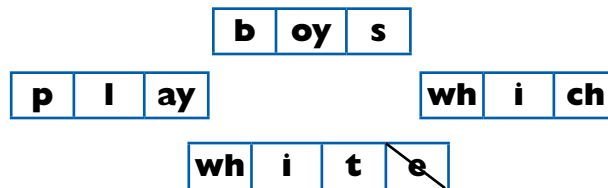
14. Repeat all the steps on the previous page with these harder spellings! Make sure that students have mastered these variant sounds/spellings before proceeding, and **review previously taught variant spellings often,** especially with students experiencing difficulties in reading, spelling, and writing.

For best results, have all students in your classroom practice these skills as often as possible, even if you only pick a few words for them to do every day. This way, they will learn to do this process on their own, meaning that they will most likely become more successful in both their reading skills and their spelling abilities.

Nonetheless, decoding and encoding in isolation do not necessarily promote comprehensive reading and writing skills. These skills need to be included in a well-balanced reading curriculum that includes phonological and phonemic awareness, word study, comprehension, fluency, and vocabulary instruction using connected text. Most important, it is best to work with the words students will be reading and spelling!

Author's Note

This step-by-step instructional routine is copyright protected. Readers can make and distribute copies to others but may not republish any of this material without permission from Beverly Weiser (beverly@beverlyweiser.com).

Appendix B: Suggested Resources for More Information on Encoding and Decoding Instruction

Books and Chapters

Bear, D. R., Invernizzi, M. R., Templeton, S., & Johnston, F. R. (2012). *Words their way: Word study for phonics,*

35th International Conference on Learning Disabilities

October 24–25, 2013

Omni Austin Hotel Downtown
Austin, Texas

Who will be there?
- Professionals involved with identification and education of individuals with learning disabilities
- Researchers investigating assessment, eligibility, and intervention for individuals with learning disabilities
- Individuals interested in policy at the local, state, and federal levels
- Graduate students in teacher preparation programs

Why should I attend?
- To learn about key issues from leaders in the field
- To network with colleagues who share your interests and challenges
- To identify ideas and techniques that will make a difference in your professional life
- To acknowledge CLD's award winners, recognized as outstanding researchers and educators

What can I expect at the conference?
- Keynote speech by **Dr. Sharon Vaughn,** an internationally recognized expert in the area of reading and learning disabilities and the **J. Lee Wiederholt Distinguished Lecturer**
- Concurrent panels and roundtable sessions on research, interventions, teacher preparation, assessment, professional development, and policy
- Interactive papers sessions that provide opportunities for informal discussion with others in the field

How do I register?
- Registration begins May 1 on the CLD website: **www.cldinternational.org**

See you in Austin!

- **Follow @CLDIntl**
- **"Like" the Council for Learning Disabilities on Facebook**

CLD

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CLD

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- Recognition in *LD Forum,* a publication that goes to all CLD members
- Recognition on CLD's Facebook page

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These special events were selected as sponsorship opportunities because they are highly attended and attract nationally known professionals in the field.

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Floyd G. Hudson Award	$100 Partial $250 Total
Researcher of the Year Award	$100 Partial $550 Total
President's Reception	$1,000 Partial* $3,000 Total*
Coffee Break	$100 Partial $300 Total
Leadership Academy	$100 Partial $300 Total

*For sponsorships of $1,000 or more, you may send a catalog or flyer to be included in registration packets for no additional fee.

REGISTRATION PACKET INSERTS $200
Send your catalog or flyer to be inserted in each registration packet.
Expected attendance: 200

TAKE-AWAY TABLE $50.00/75 pieces
Send your catalogs and other printed materials to be placed on a table in the Registration Area.
Exhibitor assumes all shipping costs; any leftover materials will not be returned. Shipping information will be provided closer to the event.

Please contact Heather Haynes (**hhaynes1@twu.edu)** for the full sponsorship packet or more information.

President's Message (cont.)

of Trustees. You have recently elected a new Vice President, **Diane Bryant,** and Secretary, **Rebecca Shankland.** In addition, our Board is complete for next year. **Deborah Reed** has agreed to continue as chair of the Research Committee and **Joe Morgan** and **Lisa Morin** have agreed to continue as co-chairs of the Technology Committee. I am very happy to introduce **Colleen Reutebuch** and **Brittany Hott** to those who do not know them. They will be filling the "very big shoes" of our Leadership Development Chair, **Kyle Hughes.** Kyle has been working with Colleen and Brittany throughout the spring to prepare them regarding this very important CLD committee. We should all extend a great big thank-you to Kyle for her dedicated service to CLD and the LDC.

Finally, I want to publicly thank some of the people who have helped to make the job of CLD president easier for me as well as a year of great satisfaction. First, my thanks go to **Monica Lambert** for her kind and generous support over the last three years since my year as VP (don't stop now,

as I have my PP year to complete). I couldn't have made it through this year without the hard work and support of one of the most intelligent, insightful groups of people I have ever met, our **Executive Committee** and **Board of Trustees.** The BOT and EC have had many thoughtful, open discussions concerning important issues that have helped to move our organization forward. I also want to thank **Cathy Thomas** and the folks at *LD Forum* for their flexibility with timelines and gentle editorial feedback. Last, but not least, I owe my CLD membership to **Diane Bryant,** who *pushed* me to be involved with CLD when I was her doc student. Certainly, there are others on my list, but the space limitations keep me from naming everyone. So if your name is not here, please know that I am deeply grateful. To all the members of CLD: I appreciate the confidence you have placed in me to be your president this year. It has been a pleasure to serve. With kindest regards,

Caroline I. Kethley
2012–2013 CLD President

Encoding and Decoding (cont.)

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Article

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Videos

Louisa Moats—*Why Teaching Reading IS Rocket Science* (Parts 1 and 2)

http://vimeo.com/32321310 (Part 1)
http://vimeo.com/32321378 (Part 2)

Websites

Florida Center for Reading Research
www.fcrr.org

Reading Rockets
www.readingrockets.org (main page)
www.readingrockets.org/atoz (Reading Topics A–Z)

Scholastic's Ten Important Research Findings on the Spelling/Reading Relationship
http://teacher.scholastic.com/clifford1/resfound2.htm

Congratulations to the CLD 2013-2014 Officers

Vice President: Diane P. Bryant, PhD

Secretary: Rebecca Shankland, PhD

Committee/Chapter Reports and News

Professional Development Committee

The CLD Professional Development (PD) Committee has been very active this year, presenting a three-part series on the social–emotional development of students with learning disabilities. Participants included CLD members, non-members, educators, and researchers in the field of special education. A pilot webinar was completed last June, and the results guided the creation of webinars offered in the spring of 2013. The PD Committee selected topics for these webinars based upon the needs of educators. **Chad Rose** conducted the first webinar in February, *Bullying and Learning Disabilities: Exploring Unique Predictive and Protective Factors*. **Brittany Hott** and **Beverly Weiser** presented *Incorporating Self-Monitoring Procedures to Support Content Area Learning* in March. **Kat Pfannenstiel** led the last webinar in the series, *Self-Determination: Transition Planning and Strategies to Increase Student Success,* in May. Post-webinar surveys indicated that both the individual webinars and the overall series received high ratings; participants also reported they would be interested in registering for future webinars. The PD Committee is already brainstorming future webinars and will be asking for input from CLD members, the board, and conference chairs to identify topics.

By-Laws and Standing Rules Changes

The Board of Trustees approved changes to the By-Laws and Standing Rules during its December and March meetings. The first was the addition of the Professional Development Committee as a standing committee (under Article IX). The duties of this committee (Article X) follow:

Section 14. The duties of the Professional Development Committee shall be to

(a) identify, evaluate, and disseminate resources, including web-based resources, that lead to professional development activities that support CLD's mission;

(b) collaborate with all CLD Standing Committees to develop, evaluate, implement, and promote these professional development resources and activities;

(c) develop an annual plan that proposes professional development activities of the committee for approval by the Board of Trustees;

(d) develop an annual budget for professional development activities for approval by the Board of Trustees; and

(e) solicit and support membership on the committee by CLD members actively engaged in CLD Leadership Development activities.

The second change pertained to Membership (Article IV). The Board approved the deletion of Associate Membership status, the addition of Retired Membership status, and redefinition of Full Membership and Retired Life Membership status. These changes are described here:

Section 1. Full Membership is open to any professional whose work is related to the education of individuals with learning disabilities or who are at-risk for having learning disabilities.

Section 5. Retired Membership is open to individuals who meet the criteria of Full Membership, have been a full member of CLD for a minimum of five years (not necessarily continuously and excluding student membership), and who are 65 years of age or older.

Section 6. The privileges of Retired Membership entitle the member to all the privileges of Full Membership.

Section 7. Retired Life Membership shall be awarded to a person who has served as President of the Council and who is 65 years of age or older.

Section 8. The privileges of Retired Life Membership entitle the member to all the privileges of Full Membership.

The board also approved changes to Standing Rules Section 1, specifically pertaining to CLD dues for Retired Members and Retired Life Members.

B. CLD dues are $103 for Full Members, $60 for Retired Members, and $35 for Student Members to be paid annually according to the anniversary date of the individual's membership. Dues for Retired Life Members are a one-time payment of Full Membership dues paid on the first year of retirement.

CLD Information Central

CLD Mission, Vision, & Goals

Mission Statement: The Council for Learning Disabilities (CLD) is an international organization that promotes evidence-based teaching, collaboration, research, leadership, and advocacy. CLD is composed of professionals who represent diverse disciplines and are committed to enhancing the education and quality of life for individuals with learning disabilities and others who experience challenges in learning.

Vision Statement: Our vision is to include all educators, researchers, administrators, and support personnel to improve the education and quality of life for individuals with learning disabilities and others who experience challenges in learning.

External Goals

1. Promote the use and monitoring of evidence-based interventions for individuals with learning disabilities (LD) and others who experience challenges in learning.
2. Foster collaborative networks with and among professionals who serve individuals with LD and others who experience challenges in learning.
3. Expand our audience to educators, researchers, administrators, and support personnel.
4. Promote high-quality research of importance to individuals with LD and persons who experience challenges in learning.
5. Support leadership development among professionals who serve individuals with LD and others who experience challenges in learning.
6. Advocate for an educational system that respects, supports, and values individual differences.

Internal Goals

1. Ensure efficient, accountable, responsive governance to achieve the CLD mission.
2. Mentor future CLD leaders.
3. Maintain sound fiscal planning and practice.
4. Recruit and retain CLD members.
5. Increase the diversity of our organization.

CLD on the Web

www.cldinternational.org

Visit the CLD website for all the latest updates! Read CLD's Annual Report, position papers, conference news, Infosheets, and much more.

Convenient E-Access to ISC and LDQ

• You can access your complimentary members-only subscriptions to *Intervention in School and Clinic* and *Learning Disability Quarterly* through the CLD website. Articles are searchable by keyword, author, or title and are indexed back to 1998. Simply log-in through our Members' Only portal(**https://www.cldinternational.org/Login/Login.asp**) and then click on the link provided.

Infosheets

Infosheets provide concise, current information about topics of interest to those in the field of learning disabilities. Current Infosheets are available for viewing and download at **http://www.cldinternational.org/Infosheets/Infosheets.asp**

Contact Information

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CLD Publications Invite Authors to Submit Manuscripts

Learning Disability Quarterly
The flagship publication of CLD, LDQ is a nationally ranked journal. Author guidelines may be accessed at:
http://www.cldinternational.org/Publications/LDQAuthors.asp

Intervention in School and Clinic
ISC, a nationally ranked journal with a historical affiliation to CLD, posts author guidelines at:
http://www.cldinternational.org/Publications/ISC.asp

LD Forum
The official newsletter of CLD, *LD Forum* accepts manuscripts for its **Research to Practice** and **5 Ways to…** columns. Author guidelines are available at:
http://www.cldinternational.org/Articles/RTP-5.pdf

Infosheets
Research summaries on current, important topics, Infosheets are aligned with CLD's tradition of translating research into practice to make it accessible and useful to practitioners. Author guidelines may be accessed at:
http://www.cldinternational.org/Infosheets/Infosheets.asp